DOCUMENT RESUME

ED 026 320 24 SP 002 169

By-Fox Robert S.; Lippitt, Ronald
Appendix O. The Human Relations School.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-8-9022
Pub Date Oct 68
Contract-OEC-0-8-089022(010)
Note-19p.; Appendix O in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p107-126.
EDRS Price MF-$0.25 HC-$1.05
Descriptors-Cooperative Programs, *Educational Objectives, Group Dynamics, *Human Relations, Inservice Education, Instructional Technology, Intercommunication, *Models, *School Community Cooperation, *School Organization, School Personnel, Staff Utilization
Identifiers-*ComField Model Teacher Education Program

This document presents a model for a Human Relations School, an educational system in which attention is formally focused on the human relations aspects of the school, those aspects traditionally subordinated to cognitive objectives. Ten basic assumptions are listed which led to the identification of a set of goal areas. Five to 10 "illustrative examples of mechanisms or activities which may be instrumental in achieving the objectives" are listed for each of the first five of the seven goal areas: (1) to achieve involvement and collaboration of the major segments of (a) the educational community and (b) the socialization community in the development and operation of the school program; (2) to develop and maintain continuing inservice education programs for all the manpower involved in the educational program; (3) to recruit, develop, and utilize the great variety of human resources needed to provide all students with maximum learning opportunities and stimulation to learn; (4) to mobilize and utilize creatively the resources of technology, time, and space in such ways as to foster human relations values and goals; (5) to develop and maintain an open and supportive system of communication horizontally (between peers) and vertically (between students, older students, teachers, administrators) within the school building. This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications, SP 002 154. (JS)

ED026320

APPENDIX O--THE HUMAN RELATIONS SCHOOL

Robert S. Fox

Ronald Lippitt

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Submitted for a Consortium of
Institutions and Agencies by the
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

SP002169

THE HUMAN RELATIONS SCHOOL

Introduction

The Human Relations School portrayed here by Robert Fox and Ronald Lippitt represents the kind of educational system envisioned for the 1970's and beyond. The assumption is made that unless specialized training is provided to develop certain interpersonal, group process, community development, organizational development, conflict management, skilled collaboration and group problem solving skills, educators and others will not be able to interact in ways essential for the effective and efficient operation of such systems.

THE HUMAN RELATIONS SCHOOL

Robert S. Fox and Ronald Lippitt*

Teachers have always been concerned with human relations. Teaching itself is a process of human interaction, and much of learning takes place in an interpersonal and intergroup setting. Yet much of the attention given to the human relations aspects of the school has been incidental, informal, and unfocused. It has been the intellectual, cognitive objectives of the school that have been given major attention and support.

What would it be like if a school were to see itself as a laboratory for living and learning in which the best that is known about human interaction were utilized? How would it be organized? What would be its priorities? Could human relationships themselves be a focus for inquiry? In what ways would it be different from the schools we now work in?

The model for a Human Relations School which is sketched in the following pages is an attempt to answer some of these questions. It is not presented as "an impossible dream," but as a set of intensely practical and achievable options which may give form to the hope that many schools have to provide a setting and a program within which learning and growth on the part of all participants is maximized.

Our conception of a school program which is focused on inquiry into human relations is based on several underlying assumptions from which we have derived our goals for the program and the strategy of the design.

Assumptions

1. We assume that much of the growing alienation from learning of children and youth stems from pressures to engage in cognitive learning activities for which there is little affective commitment or sense of relevance.

---

*In collaboration with Donald Barr, Peggy Lippitt, and Richard Miller.

2. We assume that the motivation to learn derives from the challenge of meaningful problem solving or inquiry activities which combine elements of intellectual search, affective involvement and commitment, skill practice and action closure.

3. We assume that the major supports for learning come from the norms of a peer group in which one has status and acceptance, and positive identification with respected adults who are available as resources and guides for learning activities.

4. We assume that with the rate of expansion and change of knowledge, the challenging priority is to help young learners acquire the skills of learning, a sense of self-potency to initiate problem-solving efforts, the interpersonal skills to collaborate in giving and receiving help in learning, and the ability to evaluate their efforts objectively in relation to articulated learning goals.

5. We assume from the available evidence that as human relations improve, the efficiency of intellectual activities improves, as manifested in--

a) more availability and use of personal resources for learning effort,

b) more freedom to use the resources of others,

c) more individualization of learning patterns,

d) more motivation to learn,

e) more trust of student initiative by teacher, parents, and others.

6. We assume that the socio-emotional environment of the school, in which the child spends such a large segment of his early life, has a major impact on his mental health and basic style of human relations.

7. We assume that the tasks of "academic learning" and "human relations learning" are interdependent processes and that achieving the ability to diagnose interpersonal process in the work situation is an important aspect of achieving optimal learning conditions.

8. We assume that knowledge of developmental growth sequences is very important if the school is to provide

appropriate opportunities for human relations learning relative to responsibility-taking, decision-making maturity, self-education initiative, impulse-control balance, etc.

9. We assume that a great challenge of the new resources of educational technology is to shape them, along with the use of time and space, in such ways as to support and facilitate creative and productive human relations.

10. We assume that many organizations and groups in the community, in addition to the school, have educational objectives and programs, and that collaboration with these other educational and socialization influences is crucial if the child's total learning potential and opportunities are to be mobilized.

Goals

These assumptions lead to the identification of a set of goal areas. Seven goal areas are listed briefly, and then each area will be developed with illustrative examples of mechanisms or activities which may be instrumental in achieving the objectives.

GOAL AREA 1.

To achieve involvement and collaboration of the major segments of (a) the educational community, and (b) the socialization community in the development and operation of the school program.

a) Collaboration within the educational (school) community means active involvement and collaboration of parents, teachers, students, administrators, special and service personnel--collaboration in goal setting, operational decision-making and participation in conduct of the program. It also implies continuous efforts to involve all the uninvolved.

b) Collaboration within the socialization community means active collaboration between the school system and the other organizations of the community which have responsibility for working with the young--the churches, recreational and leisure time agencies, the mental health and therapeutic services, the court and police, etc.

GOAL AREA 2.

To develop and maintain continuing inservice education programs for all the manpower involved in the educational program--professionals, paraprofessionals, and volunteers, including a major program of parent involvement and training.

GOAL AREA 3.

To recruit, develop, and utilize the great variety of human resources needed to provide all students with maximum learning opportunities and stimulation to learn.

GOAL AREA 4.

To mobilize and utilize creatively the resources of technology, time, and space in such ways as to foster human relations values and goals.

GOAL AREA 5.

To develop and maintain an open and supportive system of communication horizontally (between peers) and vertically (between students, older students, teachers, administrators) within the school building.

GOAL AREA 6.*

To develop and implement a curriculum in human relations knowledge, values, and skills so that the students profit from the best in behavioral science research.

GOAL AREA 7.*

To achieve community-wide involvement in procedures for continuous evaluation and review of the educational program, and utilization of these data for continuing revision of the program.

---

*The description of Goals 6 and 7 are not included in this document.

Goal Area 1: Program Development and Operation

> To achieve involvement and collaboration of the major segments of (a) the educational community, and (b) the socialization community in the development and operation of the school program.

In this complex society the resources of many are needed to help a child or young person grow and learn and live creatively. Within the school, the concept of the educational team must become a reality, and the total community must achieve enough coordination to provide an adequate and consistent program of opportunities for the young to grow into productive roles in the community. Below are some brief glimpses of how the Human Relations School might take leadership in securing involvement and collaboration among the various individuals and groups who are concerned with the educational program.

COLLABORATION IN THE EDUCATIONAL (SCHOOL) COMMUNITY

1. The Coordinating Council of the school is composed of elected representatives from the teachers, the students, the parents, and the paraprofessional staff. The Principal chairs this group and represents it in the Administrative Council of the school system. The Coordinating Council is the key decision-making mechanism of the building and is very active in the planning of communication and problem-solving activities involving students and teachers, teachers and parents, etc. Students have full voting rights, as do parents. This is not an Advisory Committee.

2. There are a series of ad hoc parent-student-teacher curriculum planning and evaluation committees busy on specific development projects. It is assumed the parents and students as well as teachers should be involved in the continuous program of curriculum review, experimentation, and evaluation.

3. In line with the analysis of the National Joint Commission on Mental Health of Children and Youth, the School Board has designated the 14-19 year old youth segment as an electorate to elect a member to the School Board. (Note: A 17-year old was recently selected as a regular member of a County Board of Supervisors in California.)

4. There has been initiated a regular series of pre-negotiation conferences, prior to the beginning of actual negotiations between the teachers and the Board. These conferences,

convened by the Superintendent, provide an opportunity for parents, students, paraprofessionals, and administrators to join with teacher and board representatives to meet with a professional negotiation consultant for discussion of educational problems and needs.

5. The teaching process is organized on an ungraded basis under the direction of educational teams. Teams are under the leadership of two teachers, and include several full-time paid paraprofessional aides, volunteer parents, each giving four to eight hours a week, and a group of older student volunteers providing two to six periods of tutorial help each week. The educational teams participate in a regular continuing program of inservice training.

COLLABORATION IN THE SOCIALIZATION COMMUNITY

1. A Community Educational Leadership Council and Seminar, originally initiated by the School Superintendent, is a continuing institution. A nomination procedure (such as the one developed in the University of Michigan Flint Youth Study) has identified the key policy leaders of the community in the various child and youth socialization segments, i.e. religion, leisure time and recreation, social control, therapeutic and special services, employment, political participation. This group reviews new research about youth; reviews programs, policies, youth development and educational activities of the various segments; identifies overlaps and lacks in programs; and initiates developmental projects. The group is chaired by an elected chairman. A major stimulation and resource is provided by a social psychologist faculty member from the nearby university, who serves the Council as a continuing consultant. The evidence from the Community Leadership Seminar in Flint is that there is strong motivation and readiness of these power figures to acquire new perspectives, to share problems and plans, to coordinate efforts, and to launch collaborative developmental work.

2. Through discussion and study in the Community Leadership Seminar, several cooperative program operations have been initiated. There is a joint Parent Education Project. Five agencies are cooperating in providing part-time staff members to a manpower resource pool. The Board of Education is providing the full-time director of the program for inservice training of parents. Response to the first series of educational programs, located in several different agencies, has been such that the project team is proposing the formation of a Community Parent

Education Council to develop an expanded program, with a strong emphasis on a program to reach the typically non-involved parents and the teenage married and unmarried couples.

Other collaborative projects have been launched in the areas of sex education and values education (see the Deciders program developed at CRUSK[1] as an example of a community-wide values education program for teenagers).

3. Another very important type of inter-agency collaboration is the monthly sharing of practices institute participated in by direct workers with children and youth, volunteers, para-professionals and professionals, from all organizations and agencies. The purpose of these institutes is to identify and share creative educational and socialization practices being used by any worker in the community, and to also review reports of new practices developed in other settings.

4. Twice a year there is a weekend Community Human Relations Laboratory for workers with children, youth, and families. This is sponsored by the Committee for Continuing Leadership Training made up of elected representatives of all "alumni" who have participated in previous laboratories. (This model has been developed in Flint, Michigan, by The University of Michigan's Center for Research on Utilization of Scientific Knowledge and the State of Michigan Training Laboratory. The staff of each laboratory is composed half of outside trainers and half of indigenous trainers who have been through staff internships in previous laboratories.)

5. Once a year an evaluation and planning conference is held to review educational goals and progress toward those goals. Evaluation data are reviewed and ideas for improvement are brainstormed, with the help of an invited "visiting-committee" of several outside experts. This annual review conference is open to everyone, and the participation of students and parents is sought as well as that of the professionals in the community.

---

[1] Center for Research on Utilization of Scientific Knowledge

Goal Area 2: Training For Participants

> To develop and maintain continuing inservice education programs for all the manpower involved in the educational program--professionals, paraprofessionals, and volunteers, including a major program of parent involvement and training.

There is a corollary to the goal of wide involvement of teachers, pupils, parents, administrators and other members of the school community in goal setting, program development and implementation, evaluation, and redirection. It is that these important responsibilities should also be provided with opportunities to improve their own skills and techniques in carrying out such responsibilities. In fact, the Human Relations School is supportive of the professional development and personal enhancement of all its staff and constituents.

What does the personal and professional training program look like in the Human Relations School? It is likely to include some of the following:

1. A school Research, Development, and Training Committee carries the responsibility for the inservice training program. Parents and students as well as teachers are represented on this important committee. It serves as a mechanism for developing policies, identifying priorities and providing opportunities for the training needs to be met. This committee also recognizes its own need to spend some time in developing its own resources and improving its working relationships. It spent an initial three-day weekend in attempting to clarify its own functions, in exploring effective ways of utilizing its various members, and in developing initial action plans. Periodically, now, they set aside time for working on process issues within their team, utilizing outside resource people to broaden their perspectives and in reassessing their goals and activities.

2. Attention is given to the personal development needs of individual staff members. Opportunities are provided for assessment and diagnosis, planning of strategies, and pursuit of inservice growth activities appropriate to the personal professional growth needs of the individual. As a routine part of the annual conference which the principal has with each teacher,

time is spent in helping the teacher diagnose his personal professional growth needs. They examine problems in gaining continuing certification, current deficiencies in skill or conceptual background, and growth needs in relation to immediate or long-term professional goals. The resulting professional development plan may include such activities as encouraging the teacher to apply additional diagnostic techniques in his own classroom (such as interaction analysis, or pupil feedback devices), participation in appropriate school-system sponsored activities, visitation of other teachers and schools, enrollment in college courses, participation in selected national or regional conferences.

3. Personal and professional development problems for students, parents, and teachers in relation to their participation in the Human Relations School are seen not solely as matters of individual growth but in the context of a group process, of team relationships, of total staff development. Clarification of role relationships, the establishment of supportive group norms, the gaining of skill in performing a range of functions needed in effective group operation; the development of a climate of openness, trust, and mutual support -- these are learning goals which require involvement of the total team in the inservice education program.

4. Most inservice education activities are carried on within a setting where the people who work together have an opportunity to learn together. This is likely to be in the local school building or in a setting where the appropriate staff members can retreat for concentrated work together. It is not likely to be on a college campus.

5. A teaching team for the second grade group is composed of a senior teacher serving as team coordinator, a second teacher, a student teacher, a paraprofessional teacher assistant, a volunteer parent, two sixth grade students, and a secretary. This team recognized that it needs to build its skills in working together as well as seeking ideas for organizing learning activities which utilize wisely the various resources represented in the team. The inservice development plan for this team includes the regular use of a consultant from the central office, time given for interpersonal growth of the team and for assessing progress toward team goals, and periodic development sessions where outside resources are brought in to help with particular problems or projects.

6. A parent education program provides training in (a) the parent role as a collaborator in support of classroom learning, (b) the parent role as educator at home (e.g., the best use of vacations; parents going to a movie they disapprove of so that a meaningful discussion can take place), (c) the improvement of family life, and (d) ways parents can continue their own learning (e.g., parents and pupils learning new things together such as a foreign language).

7. Teachers, students, and parents who are selected for leadership roles automatically move into leadership training. For students this might take the form of a credit course available as part of the regular curriculum for elected officers of student committees and student-staff organizations.

8. The faculty has participated in an intensive weekend laboratory which focused on inquiry into interpersonal relations, personal and group behavior. The content of the weekend included interpersonal human relations training, skill practice in giving and receiving help, presentation of concepts needed to understand problems of authority, conflict, inhibited communication, and self-rejection. Another important aspect was the consultation and peer discussions on applying one's learnings in the classroom situation.

9. Specific training in various strategic curriculum or process areas is provided to whomever has a need for it. For example:

a) How older children can relate to younger as helpers

b) How to teach new math (or new social science material or whatever)

c) How to relate to paraprofessionals

d) How to involve parents

e) How to develop communication between students and students, and between students, other students, paraprofessionals, teachers, parents and administrators

f) How to involve other educational resources in the community

g) How to involve others in the community (who are not primarily interested in education) in helping educationally (such as business or professional people)

h) Sex education for teenagers

i) Values education for young people

j) Developing skills in sharing and disseminating innovative practices

Goal Area 3: Human Resources

> To recruit, develop and utilize the great variety of human resources needed to provide all students maximum learning opportunities and stimulation to learn.

For years the stereotype of a classroom has been one teacher teaching a group of students. The concept of it's being legitimate to use a variety of human resources in and out of school in the teaching process is relatively new. Schemes for identifying, organizing, and effectively utilizing such resources are of high priority in the Human Relations School. This includes arrangements for enhancing the effectiveness of the teacher himself as a major human resource. Here are some of the ways attention is given to this goal area:

1. Teachers use each other. They know the special strengths of their colleagues and feel free to make arrangements to use them. Team teaching arrangements in the form of simple pairing or trios, or more complex combinations of resource people of various types -- engage in joint planning, build upon each other's competencies, provide each other with feedback and mutual support.

2. Effective liaison with other professionals has been established -- special subject teachers, counselors, visiting teachers, pupil personnel staff members and the like. They are considered part of the teaching team and maintain easy and open communication with classroom teachers.

3. In staff recruitment, effort is made to secure teachers who are open to change and who are committed to the growth of children.

4. Paraprofessionals are included as part of the teaching team, serving such functions as supervising field trips, performing non-instructional classroom management activities, gathering resource materials. Some specialists in the community are trained to give special instruction in limited areas, for example, supervisors of cooperative work experiences in business and industrial plants, or a policeman or doctor as socialization agents concerned with the education of the young. It has been found that many of these people do not require payment for their services, but are motivated at a higher level when modest stipends are found for their time spent in gaining the special training which the school offers to help them perform their educational role more effectively.

5. Voluntary manpower from the private sector is recruited, trained, and used. A semi-yearly survey of parents is conducted to uncover special talents and interests that might be useful in the learning program of the school.

6. Older children (first grade and up) have teaching opportunities each week in relation to younger children. These pupil-teachers are given instruction in teaching procedures.

7. A resource directory of parents, pupil peers, older pupils, teachers, and community people is maintained and used.

8. Pupils are considered to be, themselves, major human resources for learning. Every effort is made to facilitate their taking initiative in defining their own learning needs, setting learning goals, identifying and obtaining resources, and in securing evidence of growth. Peer support for learning is developed, and pluralistic ignorance of the norms is avoided by providing for frank exchange of information and ideas, and discussion of values among the students.

9. There is effective linkage between the school and a resource pool outside the school system -- the university, the Regional Educational Laboratory, the educational and service divisions of business and industrial enterprises, etc. Consultants from these agencies are usually used for a sequence of activities, and are often involved in continuing inside-outside team relationships.

10. There is a mechanism for identifying, evaluating, and sharing classroom teaching inventions and innovations within the system. Ways have been worked out of linking the creator with potential adoptors so that realistic help and support are given over the period of time required to adapt and apply the innovation in a different setting.

Goal Area 4: A Supportive Ecology

> To mobilize and utilize creatively the resources of technology, time, and space in such ways as to foster human relations values and goals.

Revised schedules, movable classroom walls, new packages of instructional materials, overhead projectors, or access to electronic computers, are not necessarily conditions which, by themselves, result in improved learning. But time, space, and technology can become resources which support and facilitate learning in the Human Relations School. They can also be managed in such manner as to enhance human relationships and contribute to positive mental health among the persons involved. Some of the ways in which this might occur are described in the following paragraphs:

1. Modular scheduling makes it possible to give learners at the intermediate and high school levels more control over the timing and pacing of their own learning. Time for large group instruction is scheduled to the extent needed. Opportunities for small group discussion and individualized learning are provided at a variety of times and in appropriate laboratory settings.

2. Individual learning devices and materials are available for use when the learner and his teacher have diagnosed the particular learning need that is appropriate to work upon. The identity and relevance of a particular learning device or material is determined (perhaps through the assistance of a computer), and the pupil gains access to it with ease in the learning laboratory or materials center. Thus, programmed materials, games, simulations, film clips, and the whole variety of such materials are used purposefully, at an opportune time, and often under the initiative of the learner.

3. Learning laboratories are provided where students can secure material resources, gain the help of teachers in diagnosing personal growth needs and in developing plans for working on such needs, and engage in independent or small group learning activities. There should probably be general facilities, such as libraries, or instructional materials centers, as well as laboratories for such specialized activities as science, the arts, and reading improvement.

4. Access to resources outside of the school is provided. A card file lists the names and phone numbers of people in the community who can contribute. Details are given regarding the type of resource they can offer. Resource people from the University, Regional Laboratory, or other school units are frequent visitors. A room has been set up for use by such outside people as a base of operations while they are guests in the school, and as a place where the inside-outside teams can work. Individual teachers and school work groups are encouraged to use the long distance phone as a means of gaining prompt access to resources that might not be available or needed on a more extended basis. A conference call hookup has been installed in an appropriate staff conference room.

5. There is freedom of movement by pupils from room to room and from one part of the building to another. The school is seen and used as an interrelated community.

6. A Commons room or rooms are provided, where members of the school community, be they young or old, may talk informally, meet with friends, and secure refreshment. There is also space for private conversations.

7. Seating arrangements are flexible. At times when a student prefers isolation for work or thought, he can move his chair to a place apart. As pairs or clusters of learners wish to gather together for companionship, discussion or work, seating can facilitate such function. Thus seating, whenever possible, is responsive to pupils' desires and needs as well as to the needs of the learning activity as the teacher may see them.

Goal Area 5: Open and Supportive Climate

To develop and maintain an open and supportive system of communication horizontally (between peers) and vertically (between students, older students, teachers, administrators) within the school building.

There is in each individual, be he a student, a teacher, or administrator, a drive toward competence and self-esteem which involves a need to know or a need to learn. Often, however, we have life experiences which keep us from achieving the self-esteem we want. Each of us has developed defenses that serve to keep us from becoming confused and upset every time something happens contrary to our expectations. Defenses give life as it is experienced more stability and continuity than could be managed if we dealt with real events alone. At the same time these defenses block our learning, often dooming us to make the same mistakes over and over again. They make us blind to faults of our own which we could correct. So we are faced with a seeming paradox, for the very defenses which protect us also block our learning. To resolve this paradox and thereby provide an opportunity for learning without severe threat, we must create a situation where people will not need to stay behind their defenses all the time. We must create an atmosphere of mutual support, respect, and trust, an atmosphere where people can take risks without fear of being ridiculed, undercut, or being left unsupported.

An atmosphere of trust does not necessarily mean noninterference and letting things happen. It can also mean a noncoercive way of participating and influencing. For example, a student makes a mistake. The teacher can pounce on him with criticism and instructions, determined to get him to "do it right," or the teacher can help the student discover for himself that he made a mistake by exploring the situation, thus helping the student to detect and correct his own mistakes. The first approach is coercive, reminds the student of his "inferiority," and often makes him shy about trying anything new for fear of mistakes and criticism. It strengthens the student's defenses and blocks new learning. The second approach is trusting, promoting growth and independence.

An atmosphere of mutual openness and support is not merely an integral part of any program designed to foster human relations; it is the necessary foundation of such a program.

If an open and supportive climate is developed and maintained then:

1. There will be openness within the various sub-parts of the school system. Students will be open with each other, teachers with each other, etc.

2. There will be openness between various vertical sub-parts of the system (administration, teachers, students, older youth and younger).

3. There will be openness horizontally within sub-parts of the system (primary teachers and upper grade teachers; Negro students and white students; the "hoods" and the "goods").

4. There will be permeability between the "inside" and the "outside" groups (other schools in the system, outside professionals, community groups).

Some of the ways in which the Human Relations School works toward developing an open and supportive climate include the following:

1. Attention is paid by all groups within the school program to the process of working together as well as to the content of work being done. A group may reserve time periodically to look at "how we're doing," or "how can we work together more effectively?" In some cases one of the group serves as a process observer. In other situations each member of the group accepts the responsibility and takes the initiative as he sees the need to raise process questions or to make suggestions. Skill in performing such services is developed through the provision of specific training in group process not only to members of the professional staff, but to all persons--students, parents, auxiliary staff--who serve on the various working groups within the school community.

2. "Brainstorming" is often used as a technique for gaining initial ideas for dealing with problems. The procedure calls for rapid sharing of a wide variety of ideas or possible solutions, without elaboration, feasibility checking, or evaluation. Analysis of the ideas is, of course, important, but comes later in the sequence. Thus, a norm is developed supporting creative contributions from many staff members.

3. The Human Relations School places value on "caring" as a dimension of interpersonal relationships. Students know that teachers care about what happens to them--not just academically, but socially, physically, and emotionally. Students have access to teachers of their choice for informal conversation, counseling, and sharing. Teachers know that their fellow teachers, and the principal, care about what they are doing and why, and how they feel about it. Teachers have someone to whom they can turn to "blow off steam." They know they will have a hearing if they bring an idea to the principal.

4. Norms have been developed within the staff of the school which encourage sharing. Teachers bring tentative plans for innovative procedures they are thinking about trying in their classrooms, to the faculty for reaction. Comments from colleagues are usually encouraging, supportive, and helpful, rather than judgmental, defensive, or critical. Respect is shown for willingness to try, and interest in following the progress of such projects is made clear. The sharing of evidence of failure or ineffectiveness is seen as a positive contribution.